

# 2001 Annual Report



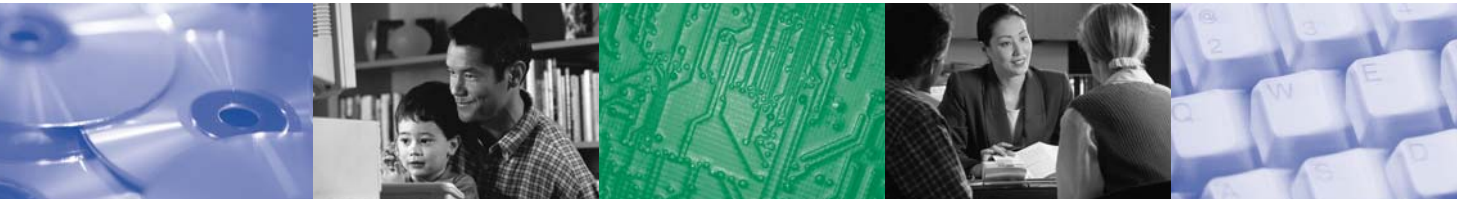
# MDCD VISION, VALUES, AND MISSION

**VISION:** To create a thriving, vigorous Michigan economy with a balance between labor supply and demand that allows businesses and residents to reach their full potential.

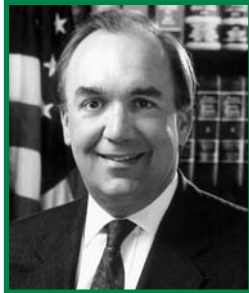
**VALUES:**

- People:** Employees and customers are valued both professionally and personally.
- Performance:** Services to all customers must meet or exceed their expectations. High performance must be measurable, timely, innovative, systems-driven, and continuously improved.
- Product:** All materials and products of the system will meet or exceed the customer's expectations of high quality.
- Potential:** All customers and employees are encouraged to reach their full potential, both personally and professionally.

**MISSION:** To continuously improve the Career Development System that produces a workforce with the required skills to maintain and enhance Michigan's economy.



John Engler  
Governor



Dear Michigan Career Development System Stakeholders,

I am proud to accept and endorse this second annual report of the Michigan Department of Career Development (MDCD).

As you may remember, I announced that I would establish the Michigan Department of Career Development by executive order in my State of the State address in January 1999. The new department was in place on April 5, 1999, charged with focusing solely on workforce issues, a major component of Michigan's economic development strategy.

In this second annual report, you will see how effective MDCD has been in this short period of time in its declared mission "to continuously improve the Career Development System that produces a workforce with the required skills to maintain and enhance Michigan's economy."

I congratulate Dr. Barbara Bolin and her staff in the successes of the past year. I look forward to the continued success of the Michigan Department of Career Development and its role in the success and economic well being of the great state of Michigan.

A handwritten signature of John Engler in black ink. The signature is cursive and stylized, with the first name 'John' being more prominent than the last name 'Engler'.

Dear Career Development Partners and Michigan Residents,

I am excited to present this year's annual report as testament to the success of the Career Development System.

When the Governor brought me to this state over two years ago, he envisioned a comprehensive system for providing residents in our state an opportunity to increase education and technical skills for career placement or advancement. I believe in this vision and have worked to provide services, build partnerships and coordinate efforts to meet the ultimate goal of enhancing and maintaining the Michigan economy.

Throughout this report, you will be amazed by the coordination of local, regional and statewide partnerships in addition to the new initiatives that have helped to create some necessary enhancements in the system.

I am proud of the progress we have made and would like to publicly thank the MDCD staff and all of our statewide partners. They continue to make all the difference through their continuous improvement efforts.

*Barbara Bolin*



Dr. Barbara Bolin  
MDCD Director

# MDCD 2001 Annual Report

**E**MPLOYERS, JOB SEEKERS, STUDENTS, PARENTS, AND EDUCATORS were the focus of the Michigan Department of Career Development's (MDCD) successful 2001 programs, projects, and initiatives. Because of the work done by the MDCD and its partners throughout the state, employers now find it easier to find skilled workers, job seekers can find jobs and more quickly find the training they need to qualify for the high-tech jobs of today and tomorrow, students can begin early to explore their career interests, and teachers and parents have many more tools to help young people to prepare for future careers.

As the Michigan Department of Career Development worked to fulfill its responsibility to provide the skilled workforce that Michigan needs to enhance and maintain its economy, thousands of individuals around the state utilized the Department's resources.

The Department established 42 WorkKeys service centers across the state to help address the frequently-identified need for a "common language" that enables employers, job seekers, and students to communicate with one another in a way that is mutually beneficial. WorkKeys is a workplace skills assessment system used nationwide by employers, workers, students, and educators.

By using WorkKeys, employers know exactly which skill levels their workers must have, job seekers can assess their skill levels and improve where needed, and students can take the WorkKeys assessments to help qualify for the Michigan Merit Award.


Michigan residents increasingly turned to the MDCD-sponsored TalentFreeway web site at [www.TalentFreeway.org](http://www.TalentFreeway.org) for quick access to a variety of online resources. Employers found workers, job seekers found jobs and job-training information, and students, teachers, and parents found career information. Time was saved, and quick and helpful connections were made.

One of 2001's most successful endeavors was the "Michigan Works! for Veterans" campaign. This cooperative effort of the Michigan Department of Career Development, the Michigan Department of Military and Veterans Affairs, and the Michigan Works! Service Centers promoted the hiring of veterans, helped thousands of veterans to find jobs, and recognized and honored employers who hired veterans.

In 2001, Michigan's K-12 students found it easier to get a head start on exploring and preparing for their future careers thanks to the information about Career Pathways that the

**"This past week I contacted your department for some materials and information. I spoke with a young lady by the name of Erinn. What a pleasant, helpful, enjoyable person to speak with. She must be a real asset to the department."**

—Ron Lemke,  
Counselor,  
Alpena Senior  
High School



MDCD provided to schools, teachers, students, and parents. The Career Pathways are six broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The Michigan Department of Career Development sent hundreds of thousands of brochures, posters, and other materials pertaining to Career Pathways to schools, teachers, students, and parents all over the state in response to a tremendous request for information about Career Pathways and career planning.

Many students found excitement, thrills, and the gateway to their future careers by participating in the MDCD-co-sponsored FIRST Robotics Regional Competitions that were held in Grand Rapids and Ypsilanti in 2001. FIRST is the acronym of “For Inspiration and Recognition of Science and Technology.” It is also a national engineering contest that is designed to stimulate students’ interest in science and mathematics.

Student teams, helped by teachers, volunteer engineers, and sponsoring businesses, design and construct robots which they then use in partnership with robots from other schools to compete in regional competitions. Many of the Michigan students went on to compete in the national contest in Florida. The popularity of the FIRST Robotics Competitions is spreading rapidly throughout Michigan and the Michigan Department of Career Development will continue its involvement with FIRST. With 73 teams, Michigan has more FIRST teams than any other state in the nation. More than 25 companies support the teams. Large companies like General Motors and Ford Motor Company support over 10 teams each.

The Michigan Department of Career Development is proud of its accomplishments in helping employers, job seekers, students, teachers, and parents in 2001, and it looks forward to even greater achievements in the future.

# Michigan's Career Development System

**M**ICHIGAN'S CAREER DEVELOPMENT SYSTEM serves all individuals who are working, preparing for work, or providing work. Specifically, the system includes:

**The Career Preparation System**, for individuals entering the labor force and attending programs in kindergarten through 12th grade, secondary career and technical education, community colleges, universities, and private technical schools.

**The Workforce Development System**, for workers transitioning from unemployment or dependent status to income-earning independence. These individuals frequently receive services from Michigan Works! Service Centers and programs in adult education, federal job training for youth and adults, vocational rehabilitation, and welfare reform.

**The Worker Enhancement System**, for incumbent workers who wish to improve their skills and earnings through employer-based training, customized training, and other skill-upgrading and credentialing programs.

By placing these systems under a single umbrella, MDCCD can leverage state-level resources to meet the goals of local partners. Michigan's success in keeping its economy and workforce strong depends upon the success of each of these components. Measuring success for performance and accountability is critical.

# How Do We Measure Success?

**T**HE MDCD WOULD LIKE TO KNOW HOW WELL IT IS DOING in meeting the needs of Michigan's residents. In order to measure success, the department has recently created two broad indices that will evaluate programs and report progress. The two indices are set to measure Customer Satisfaction and the Career Development System Success.

The first four-part index gauges customer satisfaction. The four areas reviewed and evaluated include:

- The total number of customer contacts (volume)
- Job-seeker satisfaction
- Employer satisfaction
- Awareness of services

The index will indicate whether customers of the career development system—job seekers, employers, educators, parents and students—are satisfied or dissatisfied with the system when they use it frequently. Feedback received through the Customer Satisfaction Index will be used to continuously improve the system to meet customer demands.

The success of the Career Development System depends on numerous factors. The seven-part index measures and evaluates success in:

- Workforce Development
- Postsecondary
- Career Preparation
- Adult with Disabilities
- Post-Welfare
- Career Readiness

Essentially, information obtained through customer interaction indicates whether participants are better off because of gains in earnings, credential attainment, program/education completion, employment or new skill development. These measures are designed to gain important information to improve the system.



# Goals and Objectives for FY 2001

**Goal 1:** Enhance and sustain an integrated career development system through employer and education partnerships with MDCD at the state, regional, and local levels.

## Strategic Partnerships for Career Development


MDCD completed its start-up phase for the Career Development System during the year, and then turned to enhancing the system and taking important steps to sustain it.

Business-led Workforce Development Boards (WDBs) are responsible for maintaining the Career Development System for its region and allowing for broad-based input from the community. WDBs operate all federal and state employment and training programs. MDCD also upgraded the status of existing Education Advisory Groups (EAGs) to allow for significant input by educators on improving the Career Development System. EAGs are composed of the leadership of local educational organizations in the community.

The WDBs and the EAGs completed strategic and operational plans during July 2001 for a Career Development System in all 25 regions of the state. Plans included:

- An extensive environmental scan, which means gathering data related to education and training needs; to determine the most significant trends;
- A local strategic plan;
- A Career Development System Report card on the priority goals with quantitative success measures to report back to the community on progress;
- Consensus from the community on the local plans and goals; and
- Operational plans, designated dollar amounts, and key organizational and staff assignments to ensure local accountability for the strategic and operational plans.





Through the environmental scans, regional trends were identified which mirror many of the economic and social trends found at both the state and national levels. The most prominent trends identified by the local strategic plans were:

- A growing gap between worker skills and the jobs that exist in the economy, in part because too many students are leaving the K–12 educational system unprepared for the modern workforce;
- Increased demand for high-technology skills;
- Wide-ranging quality-of-life concerns that hinder either job growth or worker recruitment in the region; and
- An aging population that will result in the retirement of many skilled workers.

The local plans identified local key goals and strategies, including:

- Increase participation in the more successful programs sponsored by strategic planning partners;
- Increase partnerships between business and career development service providers;
- Improve academic skills, work habits, and graduation rates for K–12 students;
- Increase publicity and promotion of career development system services; and
- Improve communication between educators and employers, as well as improve career exploration and guidance methods in schools and colleges.

Once business, education, and other key segments of the community had come together with their initial three-year strategic plans and a commitment to continually enhance these plans, the regional partners put into place their one-year operational plans to roll out the system. Second-year initiatives in strategic planning validated the process, updated plans, and showed results.

## Strategic Planning Support

### **MDCD'S EMPLOYMENT SERVICE AGENCY**

**(ESA)** continues to improve the quality of local labor market data to support local strategic planning and stakeholders' understanding of this information. This improved data will enable communities to identify skill shortage areas that may merit expanded programs, as well as skill surplus areas that may warrant reduced training funds. Some training supply information—i.e., the number of program completers by educational institutions—is available on the TalentFreeway at [www.TalentFreeway.org](http://www.TalentFreeway.org). Significant accomplishments to enhance and sustain an integrated career development system include:

- The number of customized labor market reports distributed to local workforce boards (WDBs) tripled;
- Eight regional data user conferences for WDBs and staff, serving almost five times more users than the previous year;
- A 32 percent increase in the use of the LMI Web site ([www.michlmi.org](http://www.michlmi.org)) based on statistics for only eleven months of the current year;
- Responded to 16,500 requests for labor market information (not including requests via the Web site).

## Michigan Works! Service Centers and the Workforce Investment Act

Michigan consolidates the delivery of employment and training services through its system of Michigan Works! Service Centers located throughout the state. Local staff in the more than 100 centers statewide provided job search, worker recruitment, and other services to anyone who requested them.

### Michigan Works!

- The total service volume reached 1.3 million customers, up from 950,000 the previous year; and
- Customer satisfaction from the “mystery shopper” evaluation program (in which an evaluator pretends to be a customer) showed both job seeker and employer satisfaction in excess of 80 percent.



## Workforce Investment Act

- Seventy-eight percent of the 4,150 unemployed adult enrollees found jobs, well above the Michigan federal performance standard of 71 percent.
- The 4,192 laid-off workers finding new jobs through the Michigan Works! Service Centers earned \$38 million in the six months after placement, compared to the \$37 million they had earned during the six months prior to being laid off. This 103 percent earnings replacement rate far surpassed the Michigan federal performance standard of 92 percent.
- Sixty-nine percent of the 520 unemployed older youth enrollees found jobs, well above the Michigan federal performance standard of 63 percent.
- Nearly 9,400 participants from the younger youth program earned a “skill credential,” resulting in a skill attainment rate of 94 percent, well above the Michigan federal performance standard of 67 percent.



## Michigan Rehabilitation Services (MRS)

**M**ICHIGAN REHABILITATION SERVICES (MRS) provides career development and independent living services for citizens of Michigan with disabilities. More than 44,000 individuals were served during 2001, an increase of nearly 6,000 from five years earlier. Typically, 26,000 cases are active at any point during the year. Michigan's rehabilitation program has strong ties to business—more than 4,200 employers were contacted last year. Key accomplishments to enhance and sustain an integrated career development system include:

- Average wages for those assisted into jobs rose by four percent;
- MRS maintained 15 independent living centers, an increase of four centers since 1999;
- MRS served nearly 29,000 individuals through independent living services, 32 percent higher than the 22,000 served in 1999;
- MRS received the 2001 Rehabilitation Services Administration Commissioner's Award for Excellence in Education and Training, a national award, for the MRS E-Learn System;
- MRS maintained staff on-site at all of the Michigan Works! Service Centers; and
- MRS maintained contact with approximately 500 schools to help ensure a successful transition of special education students to independent living and careers.

**"I want to thank you and the MRS staff at the Michigan Works! Jackson Service Center for their outstanding commitment to the partnership we have developed. We appreciate the efforts, input, and desire which are exemplified by your staff in serving our customers."**

—John Kreucher,  
Manager, Michigan  
Works! Jackson  
Service Center



## Welfare Reform

**H**ELPING TO RETURN RECIPIENTS of public assistance to self-sufficiency is a key goal of Work First, Michigan's welfare reform program. Implemented in 1994 through a cooperative agreement between the Family Independence Agency and the Michigan Works! system, Work First helped more than 380,000 residents gain employment, enabling many to earn enough to leave the welfare rolls. Today about 73,000 families receive cash assistance, compared to 225,000 families in 1994. Thus, Michigan's caseload is less than one third of what it was only seven years ago.

Job placement, education and training, transportation, and childcare programs are the primary services. As a result of the Work First program, the welfare caseload remains at a near-thirty-year low. The program is achieving its goal of closing at least 20 percent of the Work First Family Independence Program cases as a result of employment or increased earnings.

## Adult Education

**F**UNDS TO SUPPORT HIGH SCHOOL COMPLETION, basic literacy, and English as a second language (ESL) programs rose from \$80 million to \$100 million because of the emergence of the Partnership for Adult Learning program. This new adult education program provided \$20 million to Workforce Development Boards to foster innovative approaches for adult learning, including increased use of technology, literacy learning directly integrated with workplace skills, and accelerated learning models with students attending many more hours per day and per week.

Key accomplishments to enhance and sustain an integrated career development system include:

- Nearly 30 percent of all participants advanced by the equivalent of at least two grade levels;
- Forty-four percent of all students entering at the eleventh grade level or higher earned either a high school diploma or a GED;
- An 89 percent increase in GED completions from a year earlier to 23,800;
- The Michigan Adult Education Reporting System (MAERS) was developed for use by 340 service providers and 1,800 staff to collect data on student learning and goal attainment in adult education, and also to measure the performance of all employment and training programs in the Michigan Works! system;
- The federally funded adult education program was aligned with the state's Partnership for Adult Learning (PAL) program, especially the pay-for-performance feature, and both of these adult education programs were aligned with the local strategic and operational plans of the Workforce Development Boards.



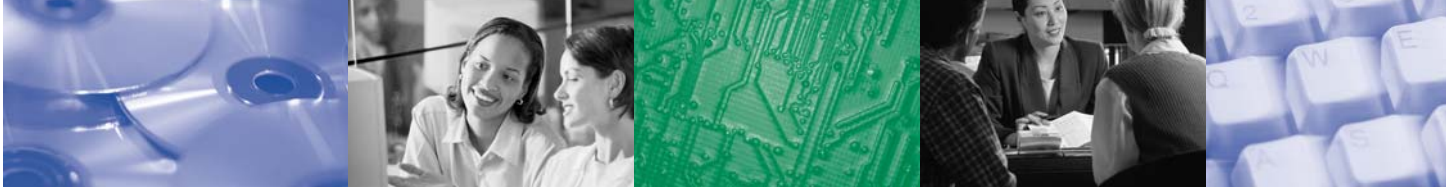
## Veterans' Employment

**O**VERALL, FOR VETERANS SEEKING WORK through the Web-based Michigan Talent Bank and/or staff at the more than 100 Michigan Works! Service Centers statewide, 15 percent found employment within 90 days. Among veterans receiving staff-assisted services (such as counseling, job development, or direct referral to employers), almost 30 percent found jobs within 90 days. MDCD Veterans' Employment Specialists, who are veterans themselves, work with veterans to help "translate" their military experience to civilian job skills.

## Commission on Spanish-Speaking Affairs

Commissioners and staff provide guidance and direct assistance in the areas of employment, job training, discrimination, harassment, and other issues. This year the commission translated the booklet "History of Michigan," distributed at the state Capitol; initiated an "Ambassador" program to help the state's Hispanic residents learn about MDCD programs and services; organized activities statewide for Hispanic Heritage Month; co-sponsored a Small Business Entrepreneurs Seminar with the Greater Lansing Chamber of Commerce.





**Goal 2:** Enhance and sustain an effective, integrated career decision-making, career preparation, and job-matching system for youth and adults.

### Career and Technical Education (CTE)

**I****N 1999–2000, 40 PERCENT OF MICHIGAN 11TH AND 12TH GRADE STUDENTS** participated in career and technical education programs. Total enrollment for the year was 127,000, an increase of almost 2,400 from a year earlier (including grades 9–10). The program areas with the most enrollments were Business Services and Technology (42 percent, including information technology) and Trade and Industry (30 percent). Approximately 95 percent of CTE program graduates proceed to post-secondary education, advanced training, or employment within six months of completing.

### Community Colleges

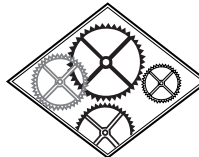
Community colleges enrolled nearly 390,000 credit and non-credit students in 2000–2001, and 183,300 of them were in formal certificate and associate degree programs. Among students in formal programs, 57 percent were enrolled in 246 different occupational education programs. The most popular occupational areas included business and health sciences. In a 2000 poll of former community college students, 91 percent felt they were getting a good return on their investment at Michigan community colleges.

## Career Pathways

**CAREER PATHWAYS IS A RECENT INNOVATION IN MICHIGAN** that classifies careers into six broad groups—arts and communication; engineering, industrial technology, and construction; health sciences; human services; natural resources and agriscience; and business, marketing, and management. Schools use these six groupings as a framework to organize teaching and learning in the context of careers, provide career planning and preparation, and promote the use of education development plans for all students. Schools have considerable flexibility in how they use Career Pathways.

To promote the adoption of Career Pathways by school districts, MDCD has:

- Established benchmarks for implementing Career Pathways in schools.
- Surveyed all Michigan school districts to determine their intention to meet set benchmarks. The survey found that 92 percent (or 511) of Michigan school districts intended to become Career Pathway districts by 2004. These 511 districts include approximately 90 percent of Michigan's students in grades 8–12. During 2001, the number of school districts that have implemented Career Pathways grew from 60 to 73 by the end of the year.



## — OPERATION — *FAST BREAK*

### Operation Fast Break

**O**PERATION **FAST BREAK** IS AN intensive, 8-week, 8-hour-a-day accelerated learning program that helps young adults and others enter career-track work or college. It integrates instruction in math, reading, computer technology, and employability skills. The program builds self-confidence, while providing employers with reliable, dedicated employees possessing the basic skills employers require.

During 2000–01, 434 participants were enrolled in 19 program sessions. Of those enrolled, 283 participants (65 percent) completed the rigorous course. Of those completing, 228 (81 percent) either continued their education or continued/obtained employment at an average wage of \$9.15 per hour.

### Fast Break Futures

“Fast Break Futures,” planned and developed during 2000–01, extends this training opportunity to welfare clients participating in the Work First program.



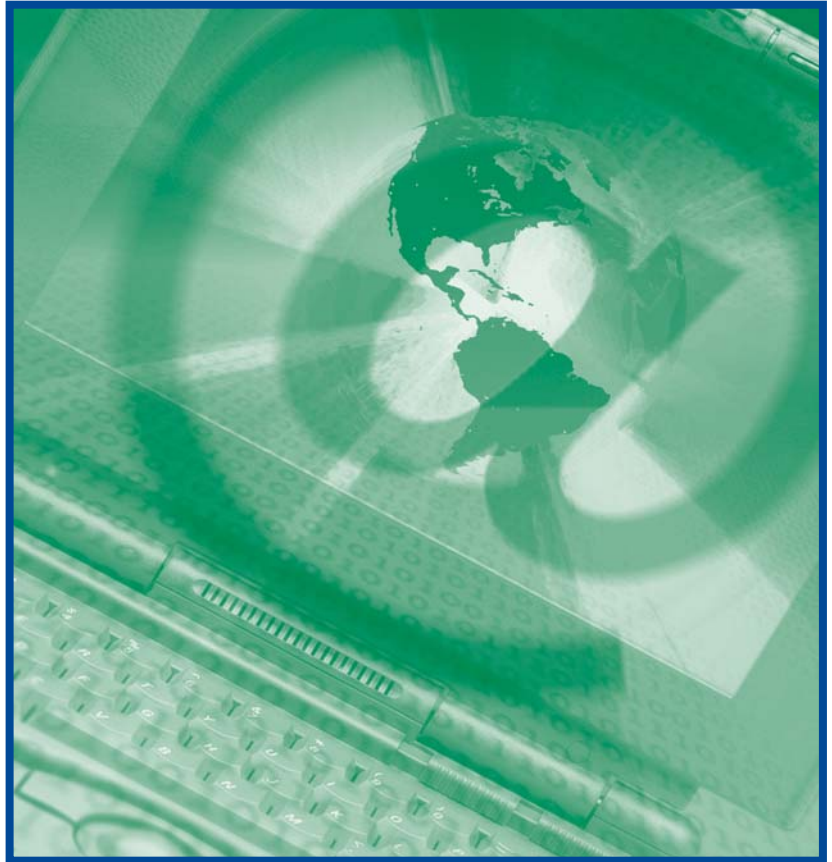
## Career Education Consumer Report

**D**URING THE PAST YEAR, MDCD implemented the Michigan Career Education Consumer Report (CECR), which uses the Internet to provide information about a wide variety of education and training programs throughout the state. Information includes program descriptions, performance history, costs, and details on financial aid, to help people select from among the different programs.

The number of programs listed has grown from 3,100 in July 2000 to nearly 3,700 one year later, a 15 percent increase. The number of people accessing CECR from different internet addresses ("unique site visits") has grown by 60 percent, from 6,355 in November 2000 to 10,177 in August 2001.

### Career Education Consumer Report

Michigan Department  
of Career Development





## Talent Freeway

**T**HE **TALENTFREEWAY** ([www.TalentFreeway.org](http://www.TalentFreeway.org)) was created to provide a one-stop, user-friendly online service for Michigan residents. This site helps users connect with employment-matching opportunities, career planning, skills assessment, education, and training options. There are several resources linked through the one-stop portal. These sites include:

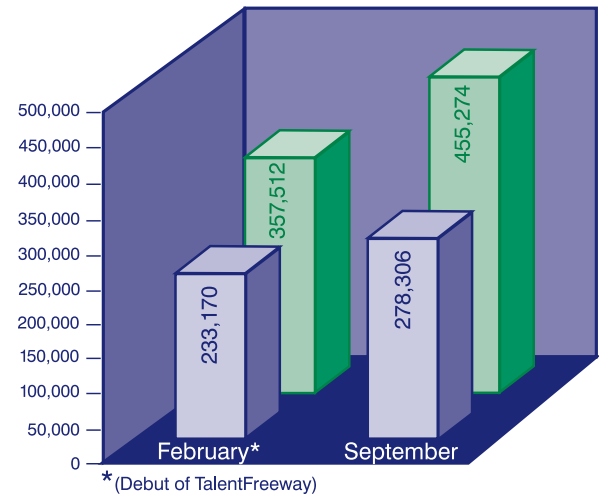
- Michigan Talent Bank—a comprehensive job-matching system for employers and job seekers.
- BeeFreeway—a three-year program launched in January 2002 to provide pre-paid, online courses for employees of Michigan's small businesses.
- MyDreamExplorer—a site-licensed program with comprehensive career development tools for middle school and high school students.
- Michigan Virtual University—a portal for Web-based training and catalogs of Web courses at Michigan postsecondary institutions.
- Career Education Consumer Report—allows individuals to shop for education and training programs.

From the site's launch date of February 1, 2001, through September 30, 2001, the cumulative number of unique site visits was 252,969. By the end of the calendar year, this number had grown to 457,336, an 81 percent increase in only four months. The rapidly expanding usage of TalentFreeway is the result of efforts by MDCD and its partners to publicize the site and to continually add new services and features that make the site more useful and appealing.



## Michigan Talent Bank

February–September 2001



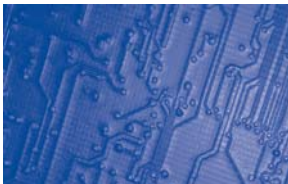
- All Searchable Resumes at Month End
- All Job Openings to Date

### Michigan Talent Bank

**T**HERE HAVE BEEN MANY changes over the past year to improve the look and feel of the Michigan Talent Bank, the state's federally-mandated Web-based labor exchange system to connect employers and job seekers. Some of these changes include:

- Site users may enter through the TalentFreeway portal.
- Job seekers are able to spell check resumes and e-mail them directly to employers.
- The site is easier to navigate because of improved instructions.
- Employers have only one registration and log-in to search for resumes and list job openings.

Employers currently registered with the Michigan Talent Bank account for 30 percent of the total employment in Michigan. These employers have access to more than 500,000 resumes. Job seekers have access to more than 30,000 job openings, a number that has held steady during 2001 despite the economic downturn.



**Goal 3:** Develop an industry-led skill credentialing and quality management system to provide employers with a steady supply of well-prepared workers.

### WorkKeys

**F**ROM ITS BEGINNING, MDCD DESIGNATED **WORKKEYS** as a common language to facilitate understanding and communication between business and education. There are eight skill areas that may be used to identify skills required for job performance to determine whether individuals have the fundamental academic and work skills to qualify for career-entry work or training.

- MDCD uses WorkKeys to help assess the effectiveness of programs it administers. For example, WorkKeys is used for assessing basic skills of participants in Operation Fast Break and in federally funded workforce development programs. In addition, WorkKeys is used by adult education participants who specify job attainment as a primary goal for enrolling.
- MDCD established 42 WorkKeys Service Centers throughout the state, including 28 at community colleges.
- MDCD publicity regarding WorkKeys helped to triple the number of high school students who were tested on WorkKeys for the Michigan Merit Award, a \$2,500 scholarship for post-secondary education, which may include technical training, college, or other approved training.
- Institutions receiving Competency-based Curriculum grants used WorkKeys as part of the Competency Analysis Profiles for the occupations for which the training curricula were established.



## Michigan Council on Technical Excellence

### **T**HE MICHIGAN COUNCIL ON TECHNICAL EXCELLENCE (MCTE), chaired by Lt.

Governor Dick Posthumus, was created to help ensure that the state's education and training programs are equipping the workforce with the required skills to maintain and enhance Michigan's economy. MCTE adopted WorkKeys as the tool for identifying common knowledge and skills required to be successful in the workplace. These skills will provide the basis for portable credentials that indicate that youth and adult learners have achieved specific competencies and can apply them to work in particular industries and occupations. One such credential is the Michigan Career Readiness Certificate that MCTE established recently for students and adults who attain required skill levels on four WorkKeys assessments—Applied Math, Reading, Locating Information, and Writing. Certificate holders will have demonstrated to the satisfaction of employers their acquisition of foundation skills for more than 70 percent of the jobs in the Michigan economy.





**Goal 4:** Inform and educate the public on Michigan's Career Development System and how to access and use it effectively.

**ACCORDING TO RESEARCH COMMISSIONED BY MD CD,** public awareness of MD CD increased by 27 percent from September 2000 to September 2001. This was accomplished by developing an overall communications plan to systematically inform the public about MD CD's services. The plan includes:

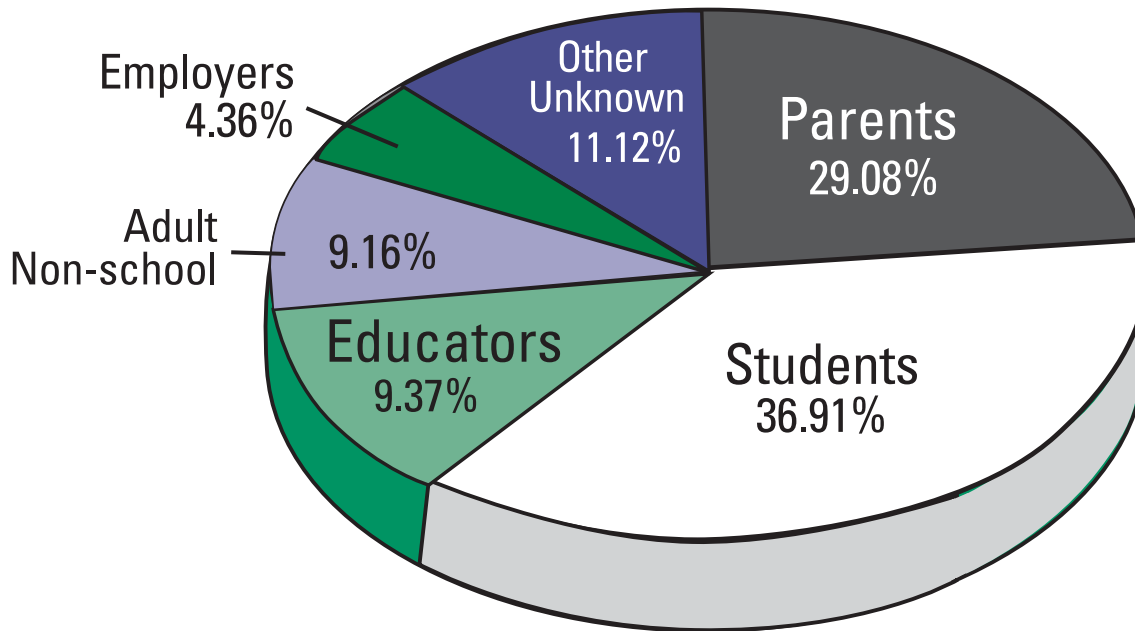
#### Toll-free Information Line

MD CD established a toll-free information line, 1-866-MY GOALS, to better serve its customers statewide. Billboards promoting career preparation and the toll-free information line were placed at approximately 188 locations statewide. Since the debut of the toll-free line, MD CD has received 9,101 calls from employers, job seekers, students, parents, educators, career counselors, and others requesting information on MD CD services.

#### Online Resources

In February 2001, MD CD launched the TalentFreeway, a comprehensive, interactive set of online career planning tools. The TalentFreeway registered more than 175,000 unique visitor sessions from February 2001 through September 2001. The new MD CD Web site had a 116 percent increase in monthly visitor traffic from June through September 2001.

# Customers Using 1-866-MY GOALS



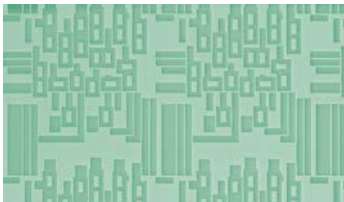
## Special Events

Major special events organized and/or supported by MDCD included the following:

- Governor John Engler issued an executive declaration be issued for November 2001 to be designated Career Development Month in Michigan, to call attention to the importance of career planning and development.
- Organized and presented the first Governor's Conference on Career Development, with more than 2,500 attendees.
- Provided financial and public relations support for the FIRST robotics competitions in Grand Rapids and Southeast Michigan to promote careers in engineering-related fields.
- Conducted three one-day job fairs with WDIV TV, resulting in a total of 653 phone calls on the toll-free line (1-866-MY GOALS).

## Print Resources

During the past year, MDCD provided information on career development through creation and distribution of printed materials to students, parents, educators, and employers, including a career preparation brochure (450,000 copies), a career preparation video (2,500 copies), and a career preparation PowerPoint CD (2000 copies). During the past year, circulation of CareerWise, the MDCD newsletter, increased from 10,000 to 26,000.




**Goal Five:** Become a high performance agency through the integration of Baldrige quality criteria into internal and external operations.

**MDCD** HAS ADOPTED A PHILOSOPHY THAT EMPHASIZES continuous improvement in providing quality services to its customers. The Malcolm Baldrige Quality Improvement process assists companies to continuously improve the quality of their products and services.

To translate the Baldrige quality improvement philosophy into action, MDCD has:

- Revised MDCD's annual strategic planning process to involve many more employees and stakeholder groups in determining its goals and objectives. A 40-member team composed of employees at all levels from the bureaus/offices contributed to the plan, and a Stakeholder Roundtable elicited suggestions from school superintendents, college presidents, members of workforce development boards, and executive directors of Michigan Works! agencies.
- Established a 19-member Quality Assurance Team, with the assistance of the Michigan Quality Council, to conduct a self-assessment process that identified "vital" areas for immediate improvement, including these accomplishments:
  - Aligned work unit operational plans and employee development plans with the strategic directions of MDCD.
  - Recommended the development of performance measures and standards to annually assess (a) the Career Development System, (b) customer satisfaction, and (c) employee satisfaction.

In recognition of this initial self-assessment, MDCD was one of three state government organizations to receive the 2001 Lighthouse Recognition from the Michigan Quality Council.



## Career Development System Assessment

**MDCD** **CONTRACTED WITH PUBLIC SECTOR CONSULTANTS** and Ferris State University to help determine whether Michigan's career development system is effective and well utilized and the extent to which it impacts employers, educators, parents, students, and workers. The consultants conducted a study that:

- Summarized the environmental scans and strategic plans developed over the past year by Michigan's 25 workforce boards and their educational partners.
- Developed performance measures that would help MDCD and its partners determine whether their collective efforts were making a positive difference in the lives of Michigan residents. These indicators do not focus on any single division within MDCD; rather, they offer an overall view to show policymakers both within and outside MDCD how well the Career Development System is doing compared to previous years.



## Enhancing Skills of Local Program Provider Staff

**A S ONE MIGHT EXPECT IN A DEPARTMENT CONCERNED** with workforce quality, MDCD provides considerable training to teachers, administrative staff, and other local staff. Much of this training is provided year to year to facilitate ongoing program operations.

MDCD also provides considerable training to ensure the success of new departmental initiatives. Some of the more noteworthy include:

### **Management Information Systems (MIS)**

Over the past year, MDCD has introduced centralized automated information systems to manage the 200,000 clients in its job training, welfare-to-work, and adult education programs. MDCD's offices of Workforce Development and Adult Education in collaboration with the Michigan Works! Association offered training to hundreds of local staff on how to operate MIS systems that help staff administer Titles I and II of the Workforce Investment Act. For example, 32 training sessions involving 392 participants were conducted throughout the state on using the new Michigan Adult Education Reporting System (MAERS).

### **TalentFreeway**

Several units within MDCD have provided demonstrations and training to groups such as school guidance counselors and owners/directors of proprietary schools on how to use Michigan's new Web-based career guidance and labor exchange system.

### **General Education Development (GED) Test**

The Office of Adult Education provided training to more than 1,200 educators in preparation for the new GED test, which took effect in January 2002.

### **Wisconsin Instructional Design System (WIDS)**

The Office of Postsecondary Services arranged training for 400 community college personnel in the implementation of WIDS, a software tool that supports curriculum development.

### **Career Initiative Alignment**

The Office of Career and Technical Preparation provided training to education staff in how to align their career preparation and career and technical programs with the regional strategic plan.

### **Michigan Works! Association**

The association, as part of its contractual relationship with MDCD, provided 400 hours of training on various topics to some 3,650 participants. The fourteen training topics included catalog workshops, labor market information training, and training in Work First/Welfare-to-Work, Partnership for Adult Learning, and several other programs administered by Michigan Works! agencies throughout the state.





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